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Ontario Academic Courses  
French as a second language

**DRAFT**

- Core French
- Extended French
- Immersion French

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## ONTARIO ACADEMIC COURSES IN FRENCH AS A SECOND LANGUAGE

This document outlines Ontario Academic Courses (OACs) in Core, Extended, and Immersion French. Although these programs are of different degrees of intensity and are designed to achieve varying levels of proficiency, they share the same basic aims. Language acquisition is a continuous process in which beginning objectives remain valid as new ones are introduced, however intensive the course may be. The students' knowledge and skills grow from this common base through similar learning experiences regardless of their different backgrounds and hours of instruction. In the areas of objectives, content, and evaluation, where there is a need to differentiate Extended and Immersion from Core French, separate entries and appendices have been provided.

### Rationale

The OACs in Core, Extended, and Immersion French are pre-university courses for those who intend to continue the study of French and for those who will pursue other areas of study. They are designed to extend the students' knowledge and appreciation of French language and culture and to contribute to their intellectual development and academic preparation.

The principles underlying the OACs are an extension of the principles of second language learning already set out in the curriculum guideline French, Core Programs, 1980.

Core, Extended, and Immersion French students are all learning French as a second language. There are, however, some significant differences in emphasis and focus between Core French programs and Extended and Immersion French programs. Extended and Immersion French students bring to the OAC an extensive experience of functional language use which has brought them significantly further along the continuum of language learning.

### Aims

The principal aim of these courses is to develop communication skills. The courses will enable students to refine and polish the entry knowledge and skills that they bring to the OAC in order to attain the highest achievement level that their background permits: the basic, middle, or top achievement level, as defined in Ontario's FSL Programs.

By the end of the OAC, the successful student at the basic achievement level:

- . has a fundamental knowledge of the language - an active vocabulary of 3000 to 5000 words and about 100 basic sentence patterns;
- . can participate in straightforward conversation;
- . can read, with the aid of a dictionary, standard texts on subjects of interest;
- . is capable of resuming the study of French in later life if the desire or need arises;
- . has developed a basic knowledge and appreciation of the culture and aspirations of French-speaking Canadians.



at the middle achievement level:

- . can read newspapers and books in which he/she is interested with the occasional help of a dictionary;
- . can understand radio and television news and other programs that are of personal interest;
- . can participate in conversation;
- . has absorbed information about the culture and institutions of a French-speaking community;
- . could function quite well in a French-speaking community after a few months' residence.

at the top achievement level:

- . could take further education with French as the language of instruction at the college or university level - that is, understand lectures, write papers, and take part in class discussions;
- . could accept employment using French as the working language or live in a French community after a short orientation period;
- . can participate easily in conversation;
- . understands and appreciates the attitudes and commonly held values of members of a French-speaking community.

In addition, the OACs contribute to the total curriculum effort to foster exact use of language and orderly presentation of ideas. They involve mastering a complex system of knowledge and skills - an important process in students' overall academic experience in preparation for further study.

## Objectives

In the OACs, students will expand their understanding of the language and increase their ability to express their thoughts in French. They will learn to develop personal opinions and support them with reference to their reading and experience. Successful students will be able with increasing ease and accuracy:

- . to understand, within their areas of interest, French spoken in social conversation, in academic discussion, or in formal presentations by speakers or in the media;
- . to understand different levels of language;
- . to participate spontaneously in discussion;
- . to read French with comprehension, appreciation, and insight;
- . to adjust their reading precision and rate to suit different purposes;
- . to analyse critically French readings and presentations;
- . to express themselves in oral and written French with clarity and coherence on familiar topics;
- . to manipulate accurately the components of the language.

An awareness of the structure and functioning of language enables students to advance from learning by imitation to generating new expressions based on previously learned



vocabulary and language patterns. All OAC students should develop:

- . active command of the appropriate entry structures (See Appendix A or B);
- . command of the appropriate new structures (See Appendix C or D);
- . a basic vocabulary adequate to express factual information, feelings, intentions, and opinions (See Appendix F);
- . the ability to infer meaning from context and to express ideas within their command of language;
- . the ability to increase their knowledge of structure and vocabulary independently through reading and use of references;
- . an initial analytical understanding of the structure and functioning of language.

Cultural understanding increases interest and improves communication, especially when it is not limited to folklore and historical and artistic achievements but encompasses the language, customs, traditions, and values of a language community. The development of cultural insights derived from reading and from other experiences should be considered an integral part of the OACs, stimulating language development through its treatment in French and encouraging critical thinking through discussion and writing assignments. A judicious selection of reading materials and of cultural opportunities which can be made available within and outside the classroom will create a

program that integrates culture with language learning. The cultural elements should be selected in the context of the whole secondary school program with a view to overall balance and appropriate maturity level (See Appendix E).

Students should have the opportunity:

- . to gain insight into French culture in Canada and in the world, and to increase their awareness of their own culture;
- . to learn about contemporary life in French-speaking areas from current and accurate sources.

Specific attitudinal objectives are not identified for the OACs. Attitudes are best developed indirectly as a result of the way teachers handle errors and difficulties, teach language skills, introduce worthwhile content into the program, and communicate a sense of enthusiasm about their subject.

Students taking the OACs are expected to reason logically, and to express themselves coherently. The quality of their thought should reflect the maturity expected at this level of their education.

### Prerequisites

Students taking the OAC in Core, Extended, or Immersion French must have successfully completed one Senior Division advanced-level French course of the same type. Students taking the OAC in Extended or Immersion French must have completed a combined total of 6 credits in French itself and subjects taught in French.



Where a school offers two OACs in Core, Extended, or Immersion French, they must be independent courses. One OAC is not prerequisite to the other OAC.

### Course Planning

This document establishes a common framework for all OACs in French as a Second Language. Each course has a value of one credit. Courses developed within this framework for Core and for Extended or Immersion French will differ in objectives, content, and evaluation, and their graduates will reach different levels of achievement. The courses are differentiated in the relevant sections of this document.

In each type of OAC - Core, Extended, and Immersion French - two distinct courses may be offered and taken for credit by a student. The second OAC can provide a fifth year of language study at the secondary school level. The two courses will be based on different reading materials and cultural components, but the same total body of grammatical knowledge. Each OAC must include all the objectives outlined in this document. The additional learning experiences of the second OAC will increase the students' command of structure and vocabulary and their communicative competence; this must be recognized as new learning.

By using two distinct OAC designs in alternate years or semesters, schools can combine students taking a first and a second OAC in French as a Second Language. The open-ended nature of OAC assignments permits students to work at their own level of competence.

Students may count credits in only one type of OAC - Core, Extended, or Immersion French - toward their graduation diploma.

## Content

### Language Skills

It is assumed that students entering any OAC in French have sufficient skill in the language to:

- . understand the teacher and their peers;
- . contribute and respond in French;
- . pronounce with phonemic accuracy;
- . convey the general sense of a thought by astute manipulation of the structure and vocabulary they possess;
- . read for global comprehension, inferring the meaning of a few new words;
- . use a dictionary effectively;
- . prepare assigned pages of reading, and retell events;
- . do initial analysis of plot, setting, and character;
- . organize their ideas for presentation.

Extended and Immersion French students, because of the extensive functional use of French which they have



experienced, will be much more advanced in the development of these skills and will apply them with a wider range of structure and vocabulary and with greater accuracy.

In the OAC, students will have the opportunity to extend their skills in listening, speaking, reading, and writing French. They will be exposed to translation only as a device to clarify specific structures in which English interference occurs.

### Listening and Speaking

French must be the language of communication in class. It is classroom interchange and procedures that provide students with the opportunity to communicate in French. These are, in effect, the major learning experiences for developing the listening and speaking skills. Students are expected to :

- . participate in daily classroom interaction in a balance of large and small group oral activities;
- . take part in dramatization and role-playing;
- . audit authentic material;
- . respond to listening comprehension exercises;
- . lead a group discussion;
- . report the conclusions of a group discussion to the class;
- . present orally the required independent assignment;
- . interact with the teacher in a formal interview.

Evaluation reflects the importance given to the development of these skills. See page 00.

## Reading

The OAC provides a transition between the directed reading that students have experienced in previous years and the independent reading for meaning and appreciation which is required for university. The course provides the opportunity for students to become more confident readers through reading a variety of works of different genres on subjects which relate to their experience. Some student choice of material should be allowed in extensive reading and, where feasible, in intensive reading.

Reading should be done outside of class, except for the introduction of a new work, in order to reserve class time for discussion. Students should learn to read with the speed and degree of independence from the dictionary that are appropriate to general comprehension and to close study.

While specific texts are not prescribed provincially, students will read:

- . intensively, for critical study and discussion in class,  
a minimum of:

Core French	200 pages
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Extended/

Immersion French	400 pages
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- . extensively, for information and enjoyment:

Core French	200 pages
-------------	-----------

Extended/

Immersion French	300 pages
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- . a balanced selection from a minimum of three genres:  
     novels, plays, short stories/essays, poetry,  
     ~~newspapers,~~  
     periodicals;
- . a balance of French Canadian and other French writing, at least 50 percent of it from the twentieth century.

Reading material must:

- . be relevant to the students' experience and appropriate to their language competence and their level of thinking;
- . be worth reading;
- . contain readily identifiable elements of good writing;
- . be expressed in language that is appropriate for transfer to active use;
- . have potential for a variety of follow-up activities;
- . be of a length suitable to maintain interest and to permit balance in the course;
- . complement the balance of students' French reading throughout their secondary school program.

In selecting reading material, teachers should consider cultural content, thematic relationship to other works in the course, and balance with works previously studied. The availability of films, plays, and television programs which complement a work should also be considered.

## Writing

The OAC writing components develop students' ability to write clearly and accurately within the scope of their knowledge of the language. Students must perceive assignments as relevant in order to write with a sense of purpose; it is recommended that their writing evolve naturally out of the course's reading and cultural studies.

Students learn to write by writing. Frequent short assignments are more appropriate than lengthy essays. Initially these assignments should be drafted during class time with the teacher and fellow students available for assistance. Introductory brainstorming on a topic will start students thinking in French; editorial assistance will help them to polish their draft.

It is not intended that the teacher mark each assignment. Students will keep a complete collection of their writing assignments; they will revise and edit selected samples for evaluation.

Students are expected to:

- . practise a variety of written forms (exposition, description, narration, reports, poetry, journal, letters...);



- . write for evaluation purposes a minimum of:

Core French	5 short assignments	(50-100 words)
	2 longer assignments	(200-400 words)
Extended/ Immersion French	6 short assignments	(100-200 words)
	3 longer assignments	(400-600 words);

- . share their writing assignments with their peers for reaction and subsequent editing and revision;
- . edit and revise their writing assignments before submitting them for evaluation;
- . write at least one assignment for a real audience (e.g., a presentation for another class, a storybook for elementary students, a letter to a pen pal, a contribution to the school newspaper or yearbook, a letter to a French-language institution or publication...).

### Culture

The cultural content for study in the OAC is not prescribed. Students should gain an appreciation of the French presence in Canadian life and in the world. The culture embedded in the reading materials, both literary works and periodicals, is the most appropriate source of topics for research.

Each student must research, individually or in a group, one aspect of French or French Canadian culture for oral or written presentation. Students should choose their own topic in consultation with the teacher. This work can constitute their independent assignment, a longer composition, or a group assignment.

Teachers should provide a selection of cultural assignments which relate to each other and to the course so that students have greater interest in other students' assignments and achieve some breadth and depth of understanding. An outline of culture topics organized under eleven headings with some sample questions is given in Appendix E.

A cultural assignment should:

- . be appropriate to the experience, maturity, and language competence of the students;
- . provide the opportunity for students to work with authentic materials intended for Francophones;
- . stimulate curiosity and increase awareness of common human experiences;
- . expose students to social contexts beyond stereotypes in a variety of French-language settings.

### Communicative Concepts

The principal aim of the OACs in French as a Second Language is to develop communication skills. Communication skills can be analyzed according to the concepts that



speakers need to express and the language functions they must perform. Contemporary linguists, and teachers and students of language, recognize that grammatical structures and vocabulary are not aims in themselves; they are merely components of the ability to convey concepts.

An outline of communicative concepts which students should learn to express by the completion of the OAC is contained in Appendix F.

Students bring to the OAC some ability to function within these communicative concepts. Core French students are able to express their ideas in a straightforward manner; Extended and Immersion French students are able to express themselves with a richer vocabulary and a greater command of language structure.

In the OACs, students will expand their knowledge of these concepts to achieve greater flexibility in expressing:

- . actions and intentions,
- . cause and effect,
- . emotions, feelings, and wishes,
- . judgments and opinions.

### Vocabulary

Students' knowledge of vocabulary is determined to a great extent by the reading materials and texts they have studied

in previous years. It is expected that Core French students will have at their command a basic vocabulary in the majority of the areas listed in French, Core Programs, 1980 (pages 59,60). The vocabulary of Extended and Immersion French students will be much broader.

Further vocabulary expansion depends on the choice of OAC reading materials and subjects for discussion, and on in-class activities. The teacher must consciously provide opportunities for students to incorporate into their active vocabulary the most useful words from their reading; incidental and esoteric elements should not be stressed. Teachers must ensure that students have the opportunity to learn French Canadian terms that are in common use. Students should be encouraged to develop an elective personal vocabulary related to their own interests and career plans.

The OAC should emphasize deliberate strategies to extend students' ability to communicate within their command of the language and to expand their vocabulary independently. Students who are able to convey what they mean within the vocabulary at their disposal have achieved communicative competence. To this end, students should develop skills in:

- . inferring meaning from context clues;
- . comprehension of words from prefixes, suffixes, roots, and cognates;



- . circumlocution;
- . drawing on all the vocabulary which they know for a concept to avoid overworking the same basic words;
- . the use of references such as bilingual, unilingual, illustrated, and encyclopedic dictionaries.

Where students do not know the precise words they need, a knowledge of general terms will help them to make themselves understood. A command of generic nouns such as appareil, moyen, produit, endroit, of verbs such as se trouver, servir à, and of the relative pronouns can increase the students' ability to paraphrase, an invaluable tool of expression in a second language.

#### Grammar: Core French

The Core French OAC provides students the opportunity to learn:

- . possessive and demonstrative pronouns, and the interrogative and relative pronoun lequel;
- . the use of the subjunctive with expressions of compulsion, emotion, and uncertainty, and its use after impersonal expressions and subordinate conjunctions;
- . tense sequence in subordinate clauses with the subjunctive;
- . special uses of verb forms:
  - en + present participle,
  - après + perfect infinitive,
  - faire/laisser + infinitive (without pronoun objects);

- verbs after voilà/il y a (avait) /ça fait (faisait)  
+ length of time
- . negatives after infinitives.

The entry knowledge of grammar on which the Core French OAC is based is outlined in detail in Appendix A. The structures to be included in the course are outlined in Appendix C.

A summary of the entry knowledge required and the grammatical content of the course follows. Structures are listed by the numbers used to identify them on pages 34 to 44 of French, Core Programs, 1980, the guideline from which this course is derived.

#### Assume

Structures # 1-112, 115-120, 122, 123, 129, 136, 143, 144.

#### Reteach for active use:

Structures # 121, 124, 125-128, 134, 137, 152, 156.

#### Teach for active use:

Structures # 113, 114, 130-133, 135, 138-140, 145, 146, 149, 150, 151, 153-155, 161, 167; and other structures required incidentally by the students.

It is assumed that students entering the OAC can use the structures in the first list, although some may require brief incidental review. It is assumed that they have been exposed to structures in the second list and have at



least passive knowledge of them. The third list is the minimum new grammatical content of the course.

By the end of the OAC students will have had the opportunity to learn to use 155 structures: # 1-156, 161, 163, and 167, omitting # 141, 142, 147, 148.

Any of the remaining structures listed in French, Core Programs, 1980 will be clarified incidentally by the teacher, if and when students encounter them in reading or need them in writing.

#### Grammar: Extended and Immersion French

The Extended or Immersion French OAC provides students the opportunity to learn:

- . passive infinitives;
- . the use of the subjunctive with:
  - quoi/qui/où que
  - an indefinite or negative antecedent + the relative pronoun
  - a comparative or superlative adjective + the relative pronoun.

The entry knowledge of grammar on which the Extended or Immersion French OAC is based is outlined in detail in Appendix B. The structures to be included in the course are outlined in Appendix D. Students at this level can use all these structures, although some may require brief incidental review. The OAC provides students the

opportunity to consolidate them and further develop their command of the language.

A summary of the entry knowledge which is required and the grammatical content of the course follows. Structures are listed by the numbers used to identify them on pages 34 to 44 of French, Core Programs, 1980.

Assumed Knowledge:

Structures # 1-146, 156, 161-4, 167, 169, 170, 172, 182, 189, 192.

Reteach for active use:

Structures # 147-155, 157-160, 173, 184, 185, 193, 194.

Teach for active use:

Structures # 165, 166, 168, 176-9; and other structures required incidentally by the students.

Learning Experiences

The learning experiences in the OAC will for the most part be integrated language activities. At this level of language development students are using French to communicate ideas. Most activities involve more than one skill and apply to several objectives. Communicative activities should be linked with language study; reading and cultural activities should require communication and also teach language, and so on. Sound reasoning and organization of ideas should be promoted in every activity.



A selection of classroom activities is analysed in the chart below to show that each relates to objectives in several learning areas.

Sample Language Activity

	Learning Areas						
	Listening	Speaking	Reading	Writing	Grammar	Vocabulary	Culture
Classroom interaction: discussion of assignments based on reading	.	.	.	?	.	.	?
Brainstorming in preparation for free composition; developing the composition	.	.	?	.	.	.	?
Correcting exercises	.	.	?	.	.	.	
Group presentation on a cultural topic	.	.	?	.	.	.	.
Independent assignment followed by class discussion	.	.	?	.	.	.	?
? The choice of topic, treatment, and English or French sources will determine whether these learning areas are involved in an activity.							

A variety of activities for the Senior Division is outlined in French, Core Programs, 1980 (pages 6-27).

Activities should:

- . merit discussion and provoke thought;
- . provide scope for interpretation and the expression of opinion;
- . be integrated into the progression of the course;
- . contribute to variety in learning experiences;

- . be relevant to students' experience and appropriate to their language competence and maturity;
- . foster student confidence and motivation;
- . accommodate the abilities of the full range of OAC students and involve every participant;
- . be set out clearly with precise objectives, procedures, and expectations;
- . allow for student choice of topic and treatment wherever the objectives of the activity permit.

Practice in the functional use of French is essential to achieve the aims of the OAC. Each student must:

- . be evaluated in one formal interview;
- . present orally the required independent assignment (see Learning Experiences, page 00);
- . serve once as leader and once as reporter in small group discussions;
- . participate in a dramatization, or role-playing simulation, activity;
- . audit authentic material: radio or television broadcasts, films, recorded drama or prose;
- . be evaluated on short and longer compositions (see Content, page 00);
- . read from authentic current Canadian magazines and newspapers;
- . research individually or in a group one aspect of French culture for oral or written presentation.

This work can constitute the independent assignment, a longer composition, or a group assignment.

In addition, each student must participate in a varied selection of the following <sup>French Language</sup> experiences:

- . listening to or presenting popular and classical music;
- . hearing guest speakers and interacting with them;
- . debating;
- . editing written assignments with a partner;
- . contributing to a class or school publication or editing it;
- . participating in field trips or exchanges;
- . writing a personal diary or the diary of a literary character or public figure;
- . writing poetry.

### Group Work

In the OACs, students must do part of their discussion of reading and culture in groups to attain greater communicative competence. Group work offers:

- . increased student-initiated communication;
- . greater assurance to students hesitant to participate in whole-class activities;
- . development of student skills in organizing a task and in working together to complete it;
- . an increased sense of personal responsibility among students for their own learning;
- . an opportunity for the teacher to work with various groups on remediation, enrichment, and evaluation.



In evaluating major group projects which culminate in a written or oral presentation, both contribution to the final group result and individual effort must be taken into account. Students and the teacher should contribute to the evaluation of group assignments. A format for student evaluation of group work is suggested in Appendix G.

For strategies in grouping see French, Core Programs, 1980, pages 72-74.

### Independent Assignment

An independent assignment is essential to prepare students for university work. Its content should complement the reading, the themes, or the other cultural study of the course, in order to benefit and interest both the presenter and the other members of the group.

Students should be allowed to choose their own topic in consultation with the teacher. The teacher will monitor the student's preparation and language use, and approve a draft outline prior to the presentation. It is, however, the oral presentation which will be formally evaluated.

Some credit must be given for presentation skills to encourage students to speak spontaneously with only point-form notes as cues and to use support materials to maintain interest. A suggested marking scheme for oral presentations is found in Appendix G.

The presentation should culminate in discussion with the listeners to increase their involvement and communication skills. Listeners are responsible for knowing the content in order to participate.

### Exceptional Students

The program will be modified as necessary for students identified by an Identification, Placement, and Review Committee (IPRC) as exceptional. A variety of content and experiences will be chosen to match the students' linguistic skills and maturity.

Gifted students should be challenged, while meeting the standard expectations of the OAC, to:

- . exercise the higher thinking skills by selecting assignments and questions which involve summary, analysis, and critical discussion;
- . research independently a theme relevant to the course in order to pursue a topic in depth and to develop skill in the retrieval, organization, and presentation of information from diverse sources;
- . write creatively in a variety of styles: short stories, plays, editorials, diaries, poetry;
- . practise leadership in discussions, and in the organization of group assignments.

The evaluation of gifted students should be based on the standard applied to other OAC students. Their marks should reflect the more challenging work they have completed.

### Evaluation

In the OACs in French as a Second Language, students' achievement of the knowledge and skill objectives will be evaluated mainly in integrated language performance.

It is in realistic interaction between speaker and listener and writer and reader that their language performance, knowledge of literature and culture, and the quality of their thought will be assessed. The portion of their evaluation based exclusively on knowledge of language will be limited.

In integrated language performance, a maximum of 20 percent in Core French and 25 percent in Extended and Immersion French should be deducted for language inaccuracies such as accents, agreements, genders, and verb forms. Extended and Immersion students are expected to achieve a higher degree of accuracy in communication than Core French students. This aspect of evaluation is designated as Language Accuracy.

The percentage allocated to language tested directly rather than in integrated language performance is limited to 15 percent in Core French and 10 percent in Extended and Immersion French. This aspect of evaluation is designated as Language Knowledge. The percentages reflect the degree of emphasis it should receive in the OACs for Core and for Extended and Immersion French.



The percentage allocated to language knowledge tested directly, combined with the percentage allocated to language accuracy in communication for speaking and writing assignments, should total not more than 30 percent of the final mark in any of the OACs in French as a Second Language.

The content focus of the assessment activities will be the reading selections and cultural experiences of the course. The marking scheme for each communicative activity must assign value to information, clarity of expression, organization of ideas, and critical thinking, as well as language (See Appendix G). In the course of the year's evaluation, both prepared and spontaneous work should be assessed.

Limited translation may be used as a teaching device to give students confidence in the use of structures in which they experience English interference; translation is not an appropriate vehicle for evaluation (See French, Core Programs, 1980, pages 68 and 70). Questions which require English responses are also inappropriate at the OAC level.

A fuller discussion of evaluation is found in French, Core Programs, 1980, on pages 77-82.

### Allocation of Marks

The chart below outlines the final allocation of marks for the OACs in Core, Extended, and Immersion French.

Objectives Evaluation Activities	Skills Involved (See key below)	% of final mark	
		Core	Ext./ Imm.
<b>Listening/Speaking</b>		<b>35</b>	<b>35</b>
. Classroom interaction	L, S (R)	20	20
. Oral presentations	S (L, W)	5	5
. Interview	L, S	5	5
. Listening comprehension tasks	L, W	5	5
<b>Reading/Writing</b>		<b>40</b>	<b>45</b>
. Questions and answers	R, W	15	15
. Open-ended questions/ short writing tasks/ longer writing assignments	R, W	20	25
. Sight passages	R, W	5	5
<b>Language Knowledge</b>		<b>15</b>	<b>10</b>
. Fill-ins	W		
. Transformation exercises	S, W (L, R)		
. Dictation	L, W		
<b>Independent Assignment</b>	S, W	<b>10</b>	<b>10</b>
<b>TOTALS</b>			
Listening and speaking		35	35
Reading and writing plus language knowledge		55	55
Independent assignment		10	10
		<u>100</u>	<u>100</u>
<b>PERCENTAGE FOR LANGUAGE</b>			
Language Knowledge		15	10
Language Accuracy:		15	20
a maximum of 20% of the above totals for L/S and R/W in Core, and 25% in Extended and Immersion		<u>30</u>	<u>30</u>

Key: L = Listening, S = Speaking, R = Reading, W = Writing

Sample evaluation schemes for oral, written, and group work are found in Appendix G.

Core French: Entry Knowledge of GrammarGrammarStructuresNOUNS#

introducing a noun:

- . c'est/ce sont, voilà, il y a 1, 2, 3, 4, 5, 11, 14, 30
- . definite, indefinite, partitive article 2, 5, 34
- . possessive adjective 12, 39, 56
- . verb + direct and indirect object nouns 23
- . expression of quantity + de 25, 52, 64
- . negative + de 27
- . interrogative adjective 28, 29, 35
- . need for a determiner before each noun 58
- . être + noun (nationality, profession, religion) 76
- . definite article with parts of the body 102, 103

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Extended and Immersion French: Entry Knowledge of Grammar

<u>Grammar</u>	<u>Structures</u>
<u>NOUNS</u>	<u>#</u>
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. voilà	46
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*Abilities on  
bold type face  
active knowledge*



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. immediate future tense	44
. present perfect tense	65, 70, 73, 79, 91-94, 103
. imperfect tense	89
. future tense	100
. present tense of the subjunctive	113
. conditional tense	120
. past perfect tense	123
. literary past tense	125
. present perfect tense of the subjunctive	133
. conditional perfect tense	136
. future perfect tense	156

### participles:

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. elements placed between the auxiliary verb and the past participle	75, 95, 96, 151
. en + present participle	145
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. après + perfect infinitive	149
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. present perfect tense with an expression of limited time	88
. quand/dès que/etc.	108, 157
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preposition + qui/quoi (interrogative pronoun)	80
noun + preposition + qui/lequel (relative pronoun)	82, 135
prepositions + dependent infinitives (See verbs: infinitives.)	
en + present participle	145
après + perfect infinitive	149

## CONJUNCTIONS

See

. relative pronouns	
. tense sequence	
. use of que in comparisons	
. uses of the subjunctive	
. peut-être que	172

Core French: Structuresto teach

#

113: Il faut que nous le fassions.114: Je veux que tu sois ici.130: Je vous ai demandé de ne  
parler à personne.131: Je regrette qu'il soit malade.132: Ils attendent que tu viennes.133: Je m'étonne  
{ qu'ils reviennent.  
{ qu'ils soient revenus.suggested preparatory review

#

Il faut manger. Il lui  
faut partir.

60, 113:

Je veux dormir.

75, 129:

Il n'a jamais parlé à  
personne. Je lui ai  
demandé de ne pas fumer.Je regrette de refuser.

113, 114, 131, 132 and also

Il dit  
{ qu'il va en France.  
{ qu'elle est partie.



Core French: Structures

to teach

#

135: C'est la raison pour laquelle  
il est parti.

138, 139:

J'ai perdu la mienne.

Les siennes coûtent cher.

140: Il y avait déjà deux heures  
qu'il lui parlait.

145: En attendant, elle lisait  
le journal.

Antoine est descendu  
en courant.

146: Il vaut mieux partir. Il  
faut téléphoner.

149: Après s'être levée, elle...

suggested preparatory review

#

82: Voilà la femme pour  
qui il travaille.

12: Il a perdu sa montre.  
Ses cravates coûtent cher.

87, 107:  
Ils attendent/  
attendaient depuis vingt  
minutes.

44: Tu vas manger.

Core French: Structures

to teach

#

150: Celui de Robert est plus beau.  
Tu veux ceux-ci?

151: Il fait venir le médecin.

153: Il partira sans qu'elle le  
sache.

154: Laquelle des robes a-t-elle  
vendue?

155: Elle a laissé tomber la tasse.

161: Il est bon que vous soyez là.

167: Je doute qu'elle le sache.

suggested preparatory review

#

Ce bateau-ci est plus grand.

111: Il est parti sans me  
voir.

28, 29, 35:

Quel animal est-ce que tu  
aimes?

151: Il fait venir le  
médecin.

113, 114, 131, 132, 133,  
153 above

as above





Extended and Immersion French: Structuresto teach

#

165: Ce qui m'effraie, c'est  
d'être renvoyé.

166: Après avoir été libérés,  
les oiseaux se sont envolés.

168: Quoi que vous disiez, elle  
ne vous écoutera pas.

suggested preparatory review

#

149, 163:

Après avoir fait ses  
emplettes, elle est  
rentrée. Leur maison  
sera construite l'année  
prochaine.

149, 163 above

113, 114, 131-133, 153, 161, 167:

Il faut que nous le fassions.  
Je veux que tu sois ici.  
Je regrette qu'il soit malade.  
Ils attendent que tu viennes.  
Il partira sans qu'elle le  
sache.  
Il est bon que vous soyez là.  
Je doute qu'elle le sache.  
Je m'étonne qu'ils  
reviennent/qu'ils soient  
revenus.

Extended and Immersion French: Structures

<u>to teach</u>	<u>suggested preparatory review</u>
<u>#</u>	<u>#</u>
176: On cherche <u>quelqu'un</u> <u>qui sache</u> le russe.	as above
177: Ce sont <u>les plus grands</u> <u>que nous ayons jamais</u> <u>vus</u> .	115 and as above
178: C'est <u>la seule femme</u> <u>qui soit venue</u> .	as above
179: Nous n'avons jamais vu <u>personne qui conduise</u> aussi mal.	113, 114, 131-133, 153, 161, 167 above

### Culture Topics

The outline of culture content which follows is organized into eleven topics, with a series of subheadings for each. The subheadings under Topic 11, The Media, have been expanded to include sample questions.

The outline is designed to permit teachers a high degree of flexibility in preparing this component of their course. Teachers may choose among the topics and subheadings to provide for their students a selection of cultural assignments which relate to each other and to the course. Students should choose their own assignment in consultation with the teacher.

1. Social interaction
  - . Patterns of politeness and respect
  - . Socializing
2. Family
  - . Organization and structure
  - . Tradition and ritual
  - . Life cycle



3. Food and drink

- . Meal patterns
- . Food, tradition and ritual
- . Food and socializing
- . Smoking and drinking

4. Personal Appearance and Possessions

- . Traditional dress
- . Prized possessions

5. Environment and Geography

- . Topography
- . Transportation
- . Economy
- . Relationship to environment
- . Life styles

6. Education

- . General organization

7. Technology

- . Adaptation through technology
- . Innovators

8. Institutions

- . Social
- . Political
- . Religious

9. History and Civics

- . Major historical events
- . Government and society

10. The Arts

- . Classical
- . Folk and popular
- . Architecture

11. The Media

The headings under this topic have been expanded to include sample questions in order to assist teachers to develop culture topics suitable for their classes.

Resources

1. What media resources are available in the community? (e.g., radio and television programs, magazines and newspapers...) Are these resources readily available?

- Print media
2. What are some of the major newspapers in the language community? Are there noticeably different types of newspapers and magazines (e.g., more oriented to general news, to community news, or to commentary; more oriented to a young readership or an older readership)? How can one recognize these differences (e.g., checking the headlines, layout, types of articles, number and kinds of photos)? Which magazines or newspapers are most popular with teenagers? Why?
  3. Is there a favourite cartoon character or comic series? What is it? Who reads this cartoon or comic series? Why is it so popular?



4. What type of advertising does one find in these magazines and newspapers? What aspects of the community's culture are revealed through these advertisements? How does advertising portray men and women? Are there any products well-known in English Canada advertised? Have the advertisements been changed? How?

- Comparison of print media
5. How do French-language magazines and newspapers in Canada or in France compare or contrast with English Canadian print media
- . in content,
  - . in viewpoint,
  - . in layout,
  - . in price?

Television

6. Is television accessible to everyone? How much time does a teenager usually spend watching T.V.? When are programs available? What types of programs are available for teenagers? What is a favourite teenage program?

Pop artists

7. Who are some popular T.V. stars? Why are they so popular? Who are some major recording pop artists? What are some examples of their music?

Games

8. Are video tapes and microcomputer games a form of recreation in the community? If so, do both adults and young people play these games? What is the general community attitude to video tapes and microcomputer games as a form of recreation?

Communicative Concepts

A series of communicative concepts within which students should be able to express themselves is listed below.

The concepts are not arranged in any hierarchical order, nor are they discrete categories from which a checklist should be made. The integrated nature of language and the complex patterns of communication preclude such a sequential or fragmented approach.

1. basic social conventions

- |                    |                        |
|--------------------|------------------------|
| . greetings        | . attracting attention |
| . forms of respect | . apologizing          |
| . leave-taking     | . complimenting        |
| . small talk       | . talking during meals |
| . being polite     | . making excuses       |

2. identification and description

3. expressing location

4. expressing time

5. expressing quantity, extent, and dimension

6. expressing actions and intentions, influencing others' actions

7. expressing manner and means

8. expressing cause and effect

9. expressing emotions, feelings, and wishes

10. expressing judgments and opinions

Within Concepts 2 to 10, students should be able to perform the following functions:

- . requesting, giving, and receiving information, help, and directions;
- . identifying and describing people, things, and places;
- . planning projects, clarifying, elaborating, making predictions, solving problems;
- . getting others to perform actions;
- . accepting, declining, permitting, warning, forbidding, and encouraging;
- . explaining how something works or how to do something;
- . giving advice, making excuses, talking one's way out of trouble;
- . discussing possibilities, hypothesizing, drawing conclusions, evaluating;
- . agreeing, disagreeing, comparing, contrasting, debating;
- . sharing personal ideas, values, wishes, and feelings, and expressing reaction to others' feelings.



Evaluation of Written and Oral Assignments

Sample outlines for teacher use in the evaluation of written assignments and oral presentations or interviews follow.

Teachers will convert the total mark for an assignment to give it appropriate weighting within the year's program.

Barème pour l'évaluation orale**Considérations**

Total possible: 50 ou 60

**CONTENU: 20**

justesse des idées	0	1	2	3	4	5
compréhension personnelle/ commentaires	0	1	2	3	4	5
organisation	0	1	2	3	4	5
intérêt	0	1	2	3	4	5

**PRÉSENTATION: 15**

débit (voix, gestes, matériel d'appui)	0	1	2	3	4	5
		6	7	8	9	10
spontanéité	0	1	2	3	4	5

**LANGAGE: 15**

qualité du langage, phrases et vocabulaire variés, tournures	0	1	2	3	4	5
précision grammaticale	0	1	2	3	4	5
prononciation/intonation	0	1	2	3	4	5

**TOTAL: 50**

DISCUSSION SOMMAIRE AVEC LE	0	1	2	3	4	5
GROUPE (facultative):		6	7	8	9	10

TOTAL: 60

COMMENTAIRES:

POINTS FORTS:

LACUNES:

Barème pour l'évaluation écrite

Considérations

Total possible: 50

CONTENU: 20

idées	15
compréhension personnelle/ créativité	5

ORGANISATION: 15

introduction  
développement  
conclusion  
enchaînement  
clarté

LANGAGE:	15
phrases et vocabulaire variés, tournures	5
grammaire, orthographe	10

TOTAL: 50

COMMENTAIRES:

POINTS FORTS:

LACUNES:



## Evaluation of Group Work

Some group work will be evaluated informally as a regular part of class interaction. The evaluation of major assignments should be based on the suggested written or oral outlines above; it should also include a component for students to assess their own contribution and the work of the others in the group.

A sample outline for students to use in peer and self evaluation in group work follows.

## Barème pour l'évaluation du travail en groupe

Nom de l'évaluateur: \_\_\_\_\_ Classe: \_\_\_\_\_

Sujet/Tâche: \_\_\_\_\_ Date: \_\_\_\_\_

Groupe: \_\_\_\_\_

[illegible]

Commentaires:



## Summary of Requirements of the OACs in French as a Second Language

<u>Listening and Speaking</u>	<u>Reading</u>	<u>Writing</u>
<p>Compulsory</p> <ul style="list-style-type: none"> <li>. daily classroom interaction</li> <li>. large and small group work</li> <li>. dramatization/role-playing/simulation</li> <li>. auditing authentic material</li> <li>. listening comprehension exercises</li> <li>. group discussion: leader</li> <li>. group discussion: reporter</li> <li>. report: independent assignment</li> <li>. interview</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>. popular and classical music</li> <li>. guest speaker</li> <li>. debate</li> <li>. field trip</li> <li>. exchange</li> <li>. presentation/report on cultural research</li> </ul>	<p>Compulsory</p> <ul style="list-style-type: none"> <li>. intensive total pages: Core 200 Ext./Imm. 400</li> <li>. extensive total pages: Core 200 Ext./Imm. 300</li> <li>. at least 3 genres</li> </ul> <p>Criteria</p> <ul style="list-style-type: none"> <li>. balance of genres</li> <li>. balance of French Canadian and other</li> <li>. 50% from 20th century</li> <li>. language for active use</li> <li>. cultural content</li> <li>. thematic inter-relationship</li> <li>. balance with earlier studies</li> <li>. authentic current Canadian magazines and newspapers</li> <li>. research: independent assignment</li> </ul>	<p>Compulsory</p> <ul style="list-style-type: none"> <li>. practise a variety of forms exposition description narration reports poetry journal letters</li> <li>. draft an independent assignment</li> <li>. edit and revise for evaluation <ul style="list-style-type: none"> <li>- shorter compositions Core 5, Ext./Imm. 6</li> <li>- longer compositions Core 2, Ext./Imm. 3</li> </ul> </li> <li>. write at least one assignment for a real audience</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>. edit with a partner</li> <li>. contribute to class or school publication</li> <li>. diary</li> <li>. poetry</li> <li>. storybook</li> <li>. letters</li> </ul>
<u>Culture</u>	<u>Communicative Concepts</u>	<u>Vocabulary and Grammar</u>
<p>Compulsory</p> <ul style="list-style-type: none"> <li>. appreciation of the French presence in Canada and in the world</li> <li>. one research report, oral or written</li> </ul> <p>Criteria</p> <ul style="list-style-type: none"> <li>. contemporary, authentic sources</li> <li>. 11 suggested topics (Appendix E)</li> <li>. interrelationship of topics within the course</li> <li>. variety of social contexts</li> </ul>	<p>Compulsory</p> <ul style="list-style-type: none"> <li>. 10 concepts (Appendix F)</li> </ul> <p>ability to express:</p> <ul style="list-style-type: none"> <li>- actions and intentions</li> <li>- cause and effect</li> <li>- emotions, feelings, and wishes</li> <li>- judgments and opinions</li> </ul>	<p>Compulsory</p> <ul style="list-style-type: none"> <li>. basic vocabulary for areas in <u>French, Core</u></li> </ul> <p><u>Programs, 1980</u></p> <ul style="list-style-type: none"> <li>. useful words from reading</li> <li>. common French Canadian terms</li> <li>. skills in <ul style="list-style-type: none"> <li>- word analysis</li> <li>- inferring meaning</li> <li>- circumlocution</li> <li>- dictionary use</li> </ul> </li> <li>. generic terms</li> <li>. entry knowledge of grammar (Appendix A or B)</li> <li>. structures (Appendix C or D)</li> </ul>









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